

PROBLEM-BASED LEARNING UNIT

Day 5: Critical Thinking Lesson

Review w/Anchor Charts

- Discuss important things to consider

Critical Thinking
Ask Questions <ul style="list-style-type: none">• Ask clarifying questions to help you understand• Ask questions to search for answers
Use Information <ul style="list-style-type: none">• Use information to help students understand a topic or solve a problem• Discover good-fitting resources• Interpret information and draw conclusions• Make connections between information
Think Hard <ul style="list-style-type: none">• Take time to understand a topic or problem before solving• Use evidence to support your conclusions• Compare and contrast how different people might look at an issue, problem, or event• Solve different kinds of unfamiliar problems• Reflect on learning

Practice w/Activity

- Give each student a Thinking Skills Chart
- Pick a Concept (For example: Group Work, Addition, etc.)
- First, in the “Knowledge” box, ask them to communicate through words or pictures that they “Know what it is.”
- Second, in the “Comprehension” box, ask them to communicate through words or pictures that they “Understand it.”
- Third, in the “Application” box, ask them to communicate through words or pictures that they “Know how to use it.”
- Fourth, in the “Analysis” box, ask them to communicate through words or pictures that they “Can analyze its parts.” (Synonyms for analyze: examine, study, consider, dissect, etc.)
- Fifth, in the “Creative thinking/Synthesis” box, ask them to communicate through words or pictures that they “Can extend and alter it.”
- Sixth, in the “Critical Thinking/Evaluation” box, ask them to communicate through words or pictures that they “Can analyze its parts.”